

AP[®] CHINESE LANGUAGE AND CULTURE

2007 SCORING GUIDELINES

Interpersonal Speaking: Conversation

		TASK COMPLETION	DELIVERY	LANGUAGE USE
6	EXCELLENT Demonstrates excellence in interpersonal speaking	<ul style="list-style-type: none"> Directly addresses prompt and provides a very thorough and appropriate response; includes elaboration and detail Smoothly connected sentences 	<ul style="list-style-type: none"> Natural pace and intonation, with minimal hesitation or repetition Accurate pronunciation (including tones), with minimal errors Consistent use of register appropriate to situation 	<ul style="list-style-type: none"> Rich and appropriate vocabulary and idioms, with minimal errors Wide range of grammatical structures, with minimal errors
5	VERY GOOD Suggests excellence in interpersonal speaking	<ul style="list-style-type: none"> Directly addresses prompt and provides a thorough and appropriate response; may include elaboration and detail Connected sentences 	<ul style="list-style-type: none"> Smooth pace and intonation, with occasional hesitation and repetition Occasional errors in pronunciation (including tones) Consistent use of register appropriate to situation except for occasional lapses 	<ul style="list-style-type: none"> Appropriate vocabulary and idioms, with sporadic errors Variety of grammatical structures, with sporadic errors
4	GOOD Demonstrates competence in interpersonal speaking	<ul style="list-style-type: none"> Directly addresses prompt and provides an appropriate response Sentences may be loosely connected 	<ul style="list-style-type: none"> Generally consistent pace and intonation, with intermittent hesitation and repetition May have several errors in pronunciation (including tones), which do not necessitate special listener effort May include several lapses in otherwise consistent use of register appropriate to situation 	<ul style="list-style-type: none"> Mostly appropriate vocabulary and idioms, with errors that do not generally obscure meaning Mostly appropriate grammatical structures, with errors that do not generally obscure meaning
3	ADEQUATE Suggests competence in interpersonal speaking	<ul style="list-style-type: none"> Directly addresses prompt and provides a basic but appropriate answer Disconnected sentences 	<ul style="list-style-type: none"> Inconsistent pace and intonation, with hesitation and repetition that interfere with comprehension Errors in pronunciation (including tones) sometimes necessitate special listener effort Use of register appropriate to situation inconsistent or includes many errors 	<ul style="list-style-type: none"> Limited appropriate vocabulary and idioms, with frequent errors that sometimes obscure meaning; intermittent interference from another language Mostly simple grammatical structures, with frequent errors that sometimes obscure meaning
2	WEAK Suggests lack of competence in interpersonal speaking	<ul style="list-style-type: none"> Directly addresses prompt and provides an appropriate but incomplete answer Fragmented sentences 	<ul style="list-style-type: none"> Labored pace and intonation, with frequent hesitation and repetition Frequent errors in pronunciation (including tones) necessitate constant listener effort Frequent use of register inappropriate to situation 	<ul style="list-style-type: none"> Minimal appropriate vocabulary, with frequent errors that obscure meaning; repeated interference from another language Limited grammatical structures, with frequent errors that obscure meaning
1	VERY WEAK Demonstrates lack of competence in interpersonal speaking	<ul style="list-style-type: none"> Addresses prompt minimally or marginally Very disjointed sentences or isolated words 	<ul style="list-style-type: none"> Very labored pace and intonation, with constant hesitation and repetition Frequent errors in pronunciation (including tones) necessitate intense listener effort Constant use of register inappropriate to situation 	<ul style="list-style-type: none"> Insufficient, inappropriate vocabulary, with frequent errors that significantly obscure meaning; constant interference from another language Little or no control of grammatical structures, with frequent errors that significantly obscure meaning
0	UNACCEPTABLE Contains nothing that earns credit	<ul style="list-style-type: none"> Mere restatement of the prompt Clearly does not respond to the prompt "I don't know," "I don't understand," "Please repeat," or equivalent in Chinese Not in Chinese Blank (although recording equipment is functioning) or mere sighs 		

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Conversation

Overview

This task evaluates speaking in the interpersonal communicative mode by having students respond as part of a simulated conversation. It comprises a statement identifying an interlocutor and conversation topic, followed by six questions. Students are allotted 20 seconds to speak at each turn in the conversation. Each of the six responses receives a holistic score, based on how well it accomplishes the assigned task; all six scores count equally in calculating the total score. Students need to speak clearly with good pronunciation and also to make sure that the answer addresses the prompt directly and in a culturally appropriate manner.

This year's conversation took place between a host parent, Li Ming, and the student, who played the role of an exchange student who just arrived at the Beijing Airport.

Conversation 1

Sample: A **Score: 6**

The student directly addresses the prompt and provides a very thorough response that includes an elaboration on the reasons for being excited to visit Beijing. Sentences are smoothly connected and delivered at a natural pace without hesitation or repetition. Pronunciation is accurate, vocabulary is rich and suitable, and grammatical structures are varied and appropriate.

Sample: B **Score: 4**

The student directly addresses the prompt and provides an appropriate answer in loosely connected sentences. However, the answer does not contain any elaboration. The pace of delivery is generally consistent. Vocabulary is mostly appropriate, but there are some grammatical errors, such as 是不是時特別累; 有一個比較 . . 好的睡眠在飛機上; and 但是因為這是我第一次到達北京.

Sample: C **Score: 1**

我很累 and the mention of 北京 in this otherwise nearly incomprehensible response suggests that the student has addressed the prompt minimally and marginally. The response is composed of disjointed, incomplete sentences. The pace of delivery is very labored with pauses and hesitation. Frequent pronunciation, vocabulary, and grammatical errors constantly obscure meaning. There is very little control of grammar and insufficient vocabulary in the response.

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Conversation 2

Sample: A

Score: 6

This response directly addresses the prompt and provides a thorough and appropriate answer. The student demonstrates a good understanding of the target culture by showing sympathy and support for the host's late arrival to the airport. The pace of delivery is natural with little hesitation. There are no pronunciation, vocabulary, or grammatical errors.

Sample: B

Score: 4

The student addresses the prompt directly and provides a very simple but appropriate answer. The sentences are loosely connected, and the pace of delivery is generally consistent, with some intermittent hesitation. The register is also generally suitable to the situation. Vocabulary and grammatical structures are mostly appropriate.

Sample: C

Score: 2

The student directly addresses the prompt with an appropriate but incomplete answer using fragmented sentences. The pace of delivery is labored with frequent hesitation and repetition: 沒事兒 and 我反正也 are each used twice, and 剛才 is used four times. The response ends with an incomplete sentence (我 . . . 剛才 . . . 我剛才 . . . 那個). The student uses minimal appropriate vocabulary and limited grammatical structures.

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Conversation 3

Sample: A

Score: 6

The student addresses the prompt directly and provides a thorough and appropriate answer in smoothly connected sentences. Pace of delivery is natural with no hesitation, and there are no pronunciation errors. The register is suitable to the situation as the student uses culturally appropriate language to interact with the host. The student also uses fitting vocabulary and a wide range of grammatical structures with no errors.

Sample: B

Score: 4

The student addresses the prompt directly and provides a simple, basic answer. The answer is composed of just a few loosely connected sentences, and the pace of delivery is generally consistent. The response contains limited vocabulary and mostly simple but appropriate grammatical structures with no errors. The student does not enunciate each word clearly, so some listener effort is required.

Sample: C

Score: 1

The response addresses the prompt minimally and marginally with one sentence at the beginning: 我謝你的幫助. The only other sentence in the response is delivered with constant hesitation, requiring intense listener effort. Vocabulary is insufficient, and there is little or no control of grammatical structures.

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Conversation 4

Sample: A

Score: 6

The student addresses the prompt directly and provides a thorough and appropriate answer in smoothly connected sentences. The response contains a fairly detailed elaboration on the student's experience in learning Chinese. Pace of delivery is natural with no hesitation or repetition. There are no pronunciation, vocabulary, or grammatical errors.

Sample: B

Score: 4

The student addresses the prompt directly with an appropriate answer, but the response does not provide any detailed elaboration about the student's language learning experience. Pace of delivery is generally consistent, with intermittent hesitation. The student uses mostly appropriate vocabulary and grammatical structures.

Sample: C

Score: 2

The student addresses the prompt and provides a simple but incomplete answer. The response describes the student's experience of studying Chinese in Korea and ends with 我學漢語 . . 一個 . . 一個 . . 一年; 我說得不太好, 我有很. Pace of delivery is somewhat labored, with hesitation and repetition.

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Conversation 5

Sample: A

Score: 6

The student addresses the prompt directly and provides a thorough and appropriate response in smoothly connected sentences. The student describes in detail what her parents and brother do. Pace of delivery is natural, with no hesitation, and pronunciation is accurate. The student also uses rich and appropriate vocabulary and a variety of grammatical structures without any errors.

Sample: B

Score: 4

The student addresses the prompt directly and provides an appropriate response using loosely connected sentences. The response describes where the father and mother live and work without further elaboration. Pace of delivery is generally consistent. Some nonstandard pronunciation does not obscure meaning or necessitate special listener effort. The student uses mostly appropriate vocabulary and grammatical structures.

Sample: C

Score: 1

The student addresses the prompt minimally. The response indicates that the student's mother is a teacher, but much of the rest is either incomprehensible or in English. Pace of delivery is very labored. Pronunciation errors necessitate intense listener effort (for example, 我爸爸 "lian shi"). The response shows evidence of insufficient vocabulary and lack of control of grammatical structures.

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Conversation 6

Sample: A

Score: 6

The student addresses the prompt directly and provides a thorough and appropriate answer in smoothly connected sentences. The response provides some details by listing places that the student wishes to visit. Pace of delivery is natural with no hesitation, and there are no pronunciation errors. The student also uses appropriate vocabulary and a range of grammatical structures with no errors.

Sample: B

Score: 4

The student addresses the prompt directly and provides an appropriate answer in connected sentences. The response states that the student wants to study Chinese martial arts and learn to play the musical instrument 二胡. Pace of delivery is generally consistent. The response contains appropriate vocabulary and mostly simple but appropriate grammatical structures with no errors.

Sample: C

Score: 1

This response addresses the prompt minimally and marginally with one meaningful sentence: 我想在你們的 . . 地方在 . . 看一看有什麼的地方可以去玩. The rest of the response is nearly incomprehensible. Pace of delivery is very labored, with repeated hesitation, requiring intense listener effort. The response lacks sufficient vocabulary and control of grammatical structures.